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ABSTRACT

This information packet contains five documents concerned with preschool education of migrant children. Three articles recommend that early childhood programs (1) have a developmentally appropriate curriculum that emphasizes life experiences, experiential learning, and large motor coordination; (2) reinforce natural learning that occurs in the home; (3) incorporate elements of both the home and dominant cultures; and (4) encourage active parent involvement. Problems of migrant preschool programs and solutions are outlined, relating to access, lack of culturally appropriate curriculum and materials, needs of the potentially bilingual child, parent education needs, lack of parent participation, and needs for developmentally appropriate (experiential) activities. A set of handouts for parents describes developmental stages from 2 to 5 years old, suggests toys and activities to encourage learning during each stage, and discusses possible problems to watch for at each stage. The final article describes the literacy characteristics of children at ages 18-36 months, 4-5 years, and 6-8 years, and provides an annotated bibliography of 50 Spanish-language books for children in these age groups. (SV)

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Developmentally and Culturally Appropriate Practices

BURNING ISSUES

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"Section 1203 (A) (i) of Chapter 1 of Title I, of the Elementary and Secondary Education Act of 1965, as amended."

(A Migrant Education Interstate/Intrastate Coordination Program)

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DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICES

In this information packet you will find:

Getting Ready

Migrant Appropriate Practices

Culturally and Developmentally Appropriate Practices

Stages of Growth Handout

Valuing Diversity
(includes bibliography)

Prepared by

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• Spring 1991 •

Getting Ready

(Published in VISIONS I/1 January 1991)

Are migrant children ready for school? How do we prepare our preschoolers for kindergarten? Does this child have the skills to enter kindergarten?

These are questions we educators have been agonizing over without questioning the basic assumptions behind them.

Who should be getting ready for whom?

Must our children prepare for our methods or should the schools be preparing for our children?

As advocates, migrant educators must look at both sides of this issue. The National Association for the Education of Young Children has been advocating for more developmentally appropriate curriculum for the primary grades. Ellen Gallinsky, 1990 President of NAEYC says "societal emphasis should not be on getting the children ready for school but on getting the school ready for the children...." Schools should improve kindergarten and elementary classrooms so that they teach the way children learn. Through real hands-on experiences.

Early childhood programs must also emphasize life experiences, experiential learning and large motor coordination. And home based educational programs must reinforce natural learnings that take place at home, not just export the schools into the homes. The values we communicate to parents are critical. Early childhood programs can be valuable but they are not practical or appropriate for all children. "We need to value those parents who stay at home with their children" and we need to value the lifestyle and culture within those homes.

To describe the years from 3-5 as *preschool* years is misleading. Gallinsky emphasizes that "the notion that this stage of life is merely preparatory to school is demeaning. It neglects the richness of the preschool years." It also ignores the critical learning that occurs at this age in all areas of development: social-emotional, cognitive and physical development.

New research on brain development reinforces the importance of broad and varied experiences during the early childhood years. Children who

travel (migrate) with their families and enjoy a variety of experiences may be better off than those who never move and are limited to a repetitive academic pre-school environment.

Let us encourage the schools to examine the cultural and experiential richness that migrant children bring to the classroom and to design a program that incorporates and enhances these family experiences.

We must remember that "Parents who become active in their child's education during the preschool years (and are made to feel competent to help) will be more likely to continue to be actively involved when their children enter the upper grades. This kind of parent involvement has a very positive effect on student success.

Migrant educators have two tasks: to promote more appropriate preschool and primary programs; and to help children learn through real hand-on experiences at home.

Thanks to Ellen Gallinksy "From Our President," Young Children, September 1990.

SCM/PB (04/91)

Migrant Appropriate Practices

(Published in *VISIONS* I/1 January 1991)

"The National Association for the Education of Young Children (NAEYC) seems to be leading the way in the ongoing efforts to determine standards for the field of early childhood education." writes Pamela Wrigley, Migrant Educator and Interstate Coordination Committee member from Virginia. NAEYC publishes*Young Children*, a monthly journal and also offers Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 . This document has chapters on 3 year olds, 4-5 year olds, transition and the primary grades. In each, appropriate and inappropriate practices are discussed.

Helen Nissani, Preschool Specialist for Interface Network, Inc., Beaverton, Oregon has added implications for Migrant learners to the NAEYC appropriate practices . Some examples:

•Teachers must be cognizant of the whole child: *Social, emotional, physical, cognitive and cultural elements of development must be integrated.*

•Children should be engaged in active rather than passive activities. *The use of native language in active play reinforces existing language building blocks upon which the new language will be constructed.*

•The curriculum must be relevant, engaging and meaningful. *The Migrant child's home environment differs from the dominant culture. To promote a healthy self-concept and transition to a new culture, curriculum should reflect both the home and school culture.*

•Cooperative small group projects should develop cognitive ability and promote peer interaction. *Anti-bias curriculum can help facilitate good peer relations. Acceptance and caring must be modeled; cross-cultural sharing can promote mutual acceptance.*

• Children need the knowledge and skills recognized by the culture as important, including skills leading to reading, writing and calculating. *A child's native language should also be valued as an additional special skill, not a burden or deficit.*

Providing developmentally appropriate activities in the preschool years fosters success, confidence and joy in learning and provides a strong base for future learning. NAEYC believes that a high quality early childhood program should provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families.

Susan C. Morse, San Diego C.O.E., for the National Preschool Coordination Project

Culturally and Developmentally Appropriate Practices

The National Preschool Coordination Project (NPCP) recommends the development and implementation of developmentally and culturally appropriate programs and practices for migrant preschoolers. This recommendation is in accordance with, and supported by research and position statements by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Education Specialists in the State Departments of Education, (*Young Children*, March 1991).

Problems and Goals (solutions) identified by the Committee:
(Obstacles are noted in italics)

•*1 Shortage or lack of public preschool programs available to migrant children*

• *mobility* • *time* • *location* • *cost* • *space*

#1 Migrant Preschoolers will have access to preschool programs via:

- Full funded preschool centers (migrant and/or other public funds)
- Home-based programs (including parenting education)
- Migrant preschool mobile van that travels from area to area to provide services
- Coordinate and contract with other local/state/federal preschool agencies to enroll migrant preschool students.

•2 *Lack of culturally appropriate curriculum/materials*

- *inadequate numbers of culturally qualified staff*
- *too many English only activities*
- *lack of appropriate language books/ activities*
- *lack of research into culturally-appropriate materials*
- *lack of access to what is available*

#2 Migrant Preschool Programs/Services will provide a curriculum that is culturally appropriate via:

- Resources and materials in the appropriate language. A Bilingual Nationwide Preschool Resource Center established under the coordination of NCPC to develop appropriate materials and be a distributor to states/regions

- Conduct further research to locate existing available materials that are culturally and linguistically appropriate

•3 Developmentally inappropriate language practices due to:

- *lack of bilingual personnel/staff*
- *English language development only*
- *lack of understanding of the linguistic needs of the LEP child*

#3 Migrant preschool programs will implement appropriate strategies/techniques that address the needs of the Potentially Bilingual (PB) child. (As researched by experts in this field.)

- Strategies including Whole Language, Total Physical Response, Sheltered English
- Staff will receive training in Successful Strategies to meet the language and cultural needs of the Potentially Bilingual(PB) child

•4 Lack of parental involvement/participation due to:

- *language*
- *time/job*
- *transportation*
- *other children/family*
- *inadequacy of skills*
- *lack of information/school knowledge*

#4 Parental involvement and participation will be implemented

- Communication, written or oral, will be in the parent's language
- Meetings will be scheduled at a time and place convenient to the families and translation will be provided, appropriate school/center information will be provided
- Home visits to parents will be an integral part of the program
- Transportation will be provided by the program, if needed
- Child care will be provided during parent meetings
- Provide a "parent space" within the center, and an "open door" policy

•5 Need for parent training/skills due to:

- *preliteracy* • *non-English speaking* • *mobility*
- *limited opportunities for parenting classes*

#5 Successful parent training will be implemented
- Provide training in areas such as: the importance of parents being a model (literate or not) to their children
- Training will be provided in the language of the parents
- Linking parents to parenting classes offered by local agencies (training must be in the parent's language)

•6 Too much emphasis on academic curriculum as opposed to developmentally appropriate (experiential hands-on) activities
- *public school entrance requirements/retention in kindergarten*
- *community pressure*
- *parental pressure to read*
- *lack of knowledge/understanding of early child development*
- *emphasis on "product" rather than learning process*
- *lack of knowledge and information about the educational process and how the child learns.*

#6 Developmentally appropriate curriculum will be implemented
- Staff will be trained in developmentally appropriate practices
- Provide knowledge and understanding of early child development and the learning processes of young children
- Program will include strategies to develop self-esteem, interpersonal social skills, and motor skills

Committee members: Irma Amezcua, Anita Lewis, Lori Grim and Concha Mora

SCM/PB
03/21/91

INDEPENDENT TODDLER (2-3 years)

The Toddler:

- -is becoming independent and still wants to be cared for by you; changes behavior often.
- -wants to do it all alone, and if he/she can't, a temper tantrum begins.
- -runs well and jumps up and down.
- -may show some interest in toileting, and will be ready sometime during this year.
- -helps in dressing.
- -does not like a change in routine.
- -plays briefly with others. Sharing is hard for the toddler.
- -makes the biggest gain in words and using 2 to 3 word sentences.
- -becomes frustrated if not understood.
- -can now answer some questions.

How to have a safe, fun place for your toddler:

* Clothes should be put in a low drawer, so toddler can get out his/her own clothes and begin to dress himself/herself.
* The toddler needs to be shown how to play safely with toys that are used indoors and outdoors, such as riding within a certain area and not out into the road. You need to set limits on where he/she is to play. For example, toys are to be put on the shelves, or crayons are to be used on paper (not the walls). You need to explain the limits many times before the child will understand and remember. If the toddler does not follow the limits, he/she needs a time out on a chair, lasting only 2-3 minutes.

Toys to use with the toddler:

Have toys for the toddlers which:

- -he/she can do alone.
- -the toddler can use to keep him/her moving.

The toddler begins to do more with the hands, so smaller toys which he/she can hold in the hand is what he/she enjoys.

<u>Toys to make at home</u>:

MATCHING GAME: Use stickers that you buy at the store, and put one each on a small square of paper. Make several pairs. Have the toddler match the pairs.

PUPPET: Decorate a paper plate on both sides. Attach the plate to an empty cardboard tube. Have the toddler move the puppet to songs or rhymes.

STRAWS: Cut small holes, the size of straws, in top of plastic coffee can lid. Cut straws to drop into the coffee can.

BOWLING: Save several quart milk cartons. Have the toddler throw a ball at the cartons and knock them down.

PHOTOS: Paste pictures of your family on a half gallon milk carton for the toddler to look at.

AIRPLANE: Fold a piece of paper in shape of airplane. Let the toddler throw the plane.

INDEPENDENT TODDLER

Toys that can be purchased:

- tricycle
- small trucks and cards
- plastic bat and ball
- pegs and pegboard
- matching game (simple objects)
- smaller lacing beads
- plastic bowling pins
- formboard puzzle
- lotto games (simple pictures)

Activities to do with the toddler:

- Take your toddler outdoors or to local parks and playgrounds, so he/she can move freely and grow in control of the muscles.
- Have a rest time with your toddler when he/she is fussy or tired.
- Go to the local library for books, records, and storytime.
- Play with the toddler by using old clothes, change the doll's diaper, push the doll in the buggy, etc.
- Give your toddler a paint brush, and let him/her pretend to paint what needs to be painted.
- Put several small toys in a box, and take each out, and have the toddler name them.
- Play a matching color game by pointing to a color and toddler finds that color in the room.
- Let the toddler fingerpaint with pudding or shaving cream. Do this with your toddler.
- Have the toddler practice lacing his/her shoes.
- When the weather is warm, let the toddler play with water. You play in the water, too.

How the toddler is growing:

The toddler is struggling to be his/her own person. This causes conflicts to happen during this time. The toddler tests his/her power to make decisions for himself/herself or to make other people do what he/she wants. The toddler says "no" often, because he/she can say the word and wants to show his/her power. The toddler insists on doing things for himself/herself even if the family has to wait. The toddler can not make choices, because of wanting both.

What to watch for:

* If the toddler is two years old and not saying words, you should talk with your doctor.
* If the toddler has illness and/or infections often, talk to your doctor. Being ill often can affect his/her growth and learning.
* Start toileting when the toddler knows wet and dry. The toddler must want to learn to sit on the toilet (or potty chair) when you are in the bathroom. Start toileting by having the toddler just sit and watch others in the bathroom.
* Don't punish for toilet accidents. Praise the toddler for each time he/she uses the toilet.

EAGER CHILD (3-4 years)

The Child

- is happy about all he/she can do.
- stays with toys and activities for longer times.
- uses many, many words now.
- is beginning to share and take turns now.
- does more toileting, eating, and dressing on his/her own but may still need some help.
- is interested in many things going on around him/her.

How to have a safe, fun place for your child

Show the child how to play simple games and do other things. This is the time the child is caring for his/her own needs - dressing, brushing. You should show your child how to do the skill, and do it in the same place daily. You need to show ~~your child how to cut with a scissors and that you cut only paper~~; etc. but not your hair.

Toys to use with the child

Have toys for the child which:

- he/she can move and do something in or on.
- can be combined and used at the same time.
- he/she can use on his/her own.

<u>Toys to make at home:</u>

TRAIN: Hook several grocery boxes together for the child to climb in and out of.

PLAYDOUGH: Make playdough for your child, and then let him/her use cookie cutters, dishes, and rolling pin to make his/her own cookies or food.

RECIPE:
1-1/2 cups flour
1/2 cup salt
1/2 cup water
1/4 cup vegetable oil

JUNK BOX: Save old paper, magazines, material, cards. Let your child paste and make what he/she wants.

PAPER BAG MASK: Let your child decorate a bag, and then cut holes out for the child to see out of.

PUZZLE: Find a colorful, simple picture in a magazine. Paste it on cardboard. Then cut the picture into pieces for a puzzle for the child to put together.

SHOE BOX BANJO: Cut a large hole in the lid of the shoe box. Slit the side of a paper towel tube, and cut an end of the box to slide the tube into for the handle of the banjo. Stretch rubber bands around box over the large hole. The child can play his/her own music.

<u>Toys that can be purchased:</u>

- large lego blocks
- outdoor playground equipment
- crawl-through tunnel
- chalkboard

EAGER CHILD

Toys that can be purchased (continued):

- record player
- water paints
- color crayons/color books (Child will scribble; watch carefully if you do not want marks on walls.)
- cash register

Activities to do with the child

- Name body parts using the child's body or dolls or pictures.
- Ask the child to show you _____, and then have the child repeat, "Here's the _____."
- Say your child's name over and over in singing it and putting his/her name on his/her projects or clothes or toys.
- Tell your child a story, and then have him/her tell you the story.
- Have your child make you a pretend meal using his/her dishes.
- Take your child with you on trips to see and experience many things.
- Say rhymes with your child, and have him/her repeat them.
- Get your child around other children to play with them.
- Let your child practise pouring using a pitcher and water. This needs to be watched.
- Let your child learn to wash his/her own hands.
- Let your child have his/her own drawer for clothes he/she can put on alone. Dressing should be on a regular routine done in the same place daily.
- Let your child use the scissors to cut paper. This needs to be watched.

How the child is growing

The child at this time is just learning about toys, friends, adults, and social behaviors. The child asks for what he/she wants. The child may be rough, but usually the child starts to say and not act out his/her needs as much. This is the time the child is beginning to put his/her world in order.

What to watch for

* Your child is becoming his/her own person and begins to like to do certain things and not to do other things as well. Each child develops or has his/her own choices. Your child should begin to do many experiences.
* If you feel your child is clumsy, falls a lot, or off-balance, you should talk with your doctor.
* If your child does not talk or play with others or enjoy movement, you should talk to your doctor.

PRESCHOOLER (4-5 years)

The Child:

-asks many questions and is fitting your answers into his/her own thoughts.
-likes to make decisions now.
-tells and makes up stories.
-likes to be busy doing and creating projects.
-dresses himself/herself completely, serves own food at the table, uses silverware, cares for toilet needs, and washes his/her own hands and face without help.
-plays games and follows rules with other children.
-begins to understand time.
-better understands and uses words.
-can put away his/her toys without help but needs to be reminded.
-changes activities often.
-begins to develop fears.

How to have a safe, fun place for your child:

* The child needs to have you to talk with and have you around to help explain what he/she is doing or going to be doing.
* Clothes can be put down on low hangers for he/she to begin to use.
* The child begins to understand rules and wants to please you.
* You need to begin to give the child tasks to do around the house, such as helping set the table and getting his/her own drink of water.

Toys to use with the child:

The child's toys are smaller, and he/she can use many of the toys together for a purpose. The child likes projects and activities that take longer to do. The child continues to act out and play out what he/she sees his/her family doing.

Toys to make at home:

BOOK: Have the child cut out his/her own pictures and glue them to sheets of paper. Have the child tell you a story about the pictures, and you write it down. Have your child "read" it to you.

COUNTING CANS: Save several soup or vegetable cans, and have your child help you cover them with paper. Put a different number on each can. Then have several popsicle sticks, plastic spoons, or straws, and have your child put the right number in each can.

STOVE AND REFRIGERATOR: Cut one large grocery box for a stove; let your child help you decorate it like a stove. Then cut another box like a refrigerator. Let your child help you decorate the refrigerator.

LACING BOARDS: Have your child cut out pictures from magazines and paste on cardboard. Punch several holes around the picture. Let the child lace the picture with yarn through the holes.

PAPER BAG PUPPETS: Let your child decorate the bag by putting on a face, hair, etc. Then let the child tell you a story using the puppet.

BANK: Clean out a Clorox bottle. Let the child decorate the bottle. Make a slit in the bottle. Let the child use this for a bank.

PRESCHOOLER

Toys to make at home (continued):

KAZOO: Poke several holes spaced evenly apart in an empty cardboard tube. Cover the one end with waxpaper and a rubber band. Have the child hum through the tube.

Toys that can be purchased:

- roller skates
- games (counting and/or colors)
- jump rope
- typewriter
- smaller farm/doll/construction set
- drawing tablet
- puzzles with more pieces (8 or more)
- frisbee
- tape recorder
- colored pencils
- doll house

Activities to do with the child:

- Give your child simple jobs to do around the house, such as wiping the table, picking up toys, sorting clothes.
- Let your child practice buttoning, zippering by giving him/her old clothes to play with.
- Let your child help you set the table.
- Do talk to your child during mealtime.
- Let your child play with other children, relatives, or in the neighborhood.
- Sit down, and use crayons, pencils, and paper together with your child.
- Have your child tell you about pictures in a book or magazine.
- Read longer stories to your child,to increases his/her words and to help learn about many things.
- Have your child play card games, like "Old Maid" or "Go Fish" with you.
- Point to labels, signs, his/her name, etc., and say the words. Have the child repeat them.
- Count spoons, point out numbers on telephone, address, license plates, or the clock. Have the child give and talk about so many objects.

How the child is growing

The child continues to learn from you. The child watches how you get along with him/her and others. The child imitates you. The child wants to learn more about letters and numbers, because he/she sees you doing and using them. The child is independent, but he/she still needs your support and praise.

What to watch for

* If your child has trouble climbing stairs, catching a ball, pedaling a tricycle, and does not use a swing or slide, you should talk to your doctor.
* If your child avoids playing with children or not wanting to be with people, talk with a doctor.
* If your child has trouble learning and following routines, you should talk with your doctor.
* Pay attention that your child is sharing, taking turns, following simple directions, and listening when others talk.

Valuing Diversity:
The Role of Developmentally Appropriate Books in Spanish

Isabel Schon and Betty Greathouse

Teachers and young children teach, learn and live in a diverse world. According to the Bureau of the Census (1988), Blacks, Hispanics, Asians and American Indians comprise 20 percent of the U.S. population, of which Hispanics are the second largest segment. This article highlights the teacher's responsibility to prepare children to live happy, creative, productive lives in the real world, a world of diversity. Drawn from the work of Allen and Marotz (1989) and Jenkins, Shacter and Bauer (1953), developmental literacy characteristics of three age groups are identified: 18 to 36 months, 4 to 5 years and 6 to 8 years. Lists of developmentally appropriate books in Spanish are also provided, with full bibliographic information and brief summaries.

Productive living in this world requires valuing diversity. The first goal in helping young children appreciate diversity is to facilitate positive gender, racial, cultural and class identity in the children themselves (Ramsey, 1987). Books in Spanish can help young children understand and appreciate themselves and the beauty and variety of Hispanic culture and language (Schon, 1988). Such literature provides early childhood teachers with a valuable resource for helping Spanish-speaking and other children to value uniqueness and diversity. The key to its effectiveness lies in careful selection of books that are developmentally and individually appropriate as well as attractive, with a high degree of reader appeal.

Literacy Characteristics of 18- to 36-Month-Old Children

18 - 36 Months

- Enjoys rhymes and simple songs; vocalizes and moves to music.
- Helps to turn pages of a book.
- Demonstrates interest in pictures.
- Enjoys stories about self and family.
- Sings along with familiar tunes.

24 - 36 Months

- Listens attentively to age-appropriate stories.
- Makes meaningful comments during stories, especially those

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about home and family events.
- Enjoys looking at books and may pretend to read to others or explain pictures.
- Likes stories with riddles, guessing and suspense.
- Identifies correct pictures with 70 percent accuracy when given sound-a-like words.
- Enjoys informative storybooks.
- Talks about familiar objects, events and people.
- Recites nursery rhymes; sings songs.
- Sits and listens to stories up to 10 minutes at a time.
- Has visual acuity of 20-40 using the Snellen E Chart.

Developmentally Appropriate Books for 18- to 36-Month-Old Children

ABC animales (*ABC animals*). 1986. By John Burningham. ISBN 84-372-8026-5.

En lo alto del árbol y otras rimas infantiles (*Hush-a-bye-baby*). 1986. Illustrated by Nicola Bayley. ISBN 84-372-8014-1.

Era un rey de cuento y otras rimas infantiles (*Old King Cole*). 1986. Illustrated by Christina Gascoigne. ISBN 84-372-8016-8.

¿Dónde está mi mamá? (*Where's my mummy?*). 1986. By Jacqui Hawkins. Illustrated by Colin Hawkins. ISBN 84-372-8032-X.

¡No tengo sueño! (*I'm not sleepy!*). 1986. By Jacqui Hawkins. Illustrated by Colin Hawkins. ISBN 84-372-8033-8.

Tres ratones juegan y otras rimas infantiles (*Three blind mice*). 1986. Illustrated by Christina Gascoigne. ISBN 84-372-8017-6.

Los juguetes que me gustan (*My favorite toys*). 1986. By Elizabeth Wood. ISBN 84-372-8030-3.

La ropa que me gusta (*My favorite clothes*). 1986. By Elizabeth Wood. ISBN 84-372-3031-1.

Each volume: 26 pp. (Libros para Jugar). Madrid: Ediciones Altea. $8.00.

These simple books are definitely what young Spanish-speaking children need. Perhaps the three nursery rhyme collections will sound a little awkward to English speakers, but most of them have maintained the gaiety of the original English rhymes. The others are delightful introductions to animals, toys and clothes, as well as children's sleeping habits. The soft pastel illustrations will charm young children with their freshness and spontaneity.

¡Qué divertido! (*What fun!*). 1987. By Jean Kenward. ISBN 84-7655-293-9.

¡Qué niño tan atareado! (*What a busy child!*). 1987. By Jean Kenward. ISBN 84-7655-290-4.

¡Qué niño tan listo! (*What a smart boy!*). 1987. By Jean Kenward. ISBN 84-7655-291-2.

¡Ra-pa-ta-plán! (*Rapataplan!*). 1987. By Jean Kenward. ISBN 84-7655-292-0.

Each volume: 10 pp. Illustrated by Stephen Cartwright. (Libros de Cartón). Madrid: Plaza Joven. $7.75.

The very young will enjoy these attractive board books that describe everyday activities. The bright colorful illustrations and simple texts are just right for this age group.

Buenas noches (*Good night*). 1987. By Helen Oxenbury. ISBN 84-261-2249-3.

Palmas, palmitas (*Patty-cake*). 1987. By Helen Oxenbury. ISBN 84-261-2251-5.

Saltar y caer (*Jumping and falling*). 1987. By Helen Oxenbury. ISBN: 84-261-2248-5.

Tiqui, tiqui, tac (*Tickle*). 1987. By Helen Oxenbury. ISBN 84-261-2250-7.

Each volume: 10 pp. (Los libros grandes de Helen Oxenbury). Barcelona: Editorial Juventud. $8.95.

Like previous books by the same author, these will appeal to very young children. Simple charming illustrations of toddlers—in common activities—preparing for bed, playing patty-cake, jumping, falling down, relaxing with mud entice the very young into the world of books. In addition, the simple vocabularies, un-

Using developmentally appropriate books in Spanish, early childhood teachers can help children to value themselves, their language and their world of diversity.

Photos courtesy ASU Media Production

affected activities and well-designed board books are further reasons for acquiring these books for Spanish-speaking youngsters.

Literacy Characteristics of 4- to 5-Year-Old Children

- Recognizes several printed words.
- May read very simple books with only a few words per page and many pictures.
- Shows interest in alphabet and animal books.
- Enjoys playing with words.
- Understands the sequence of daily events.
- Tells a familiar story, using pictures.
- Has visual acuity of 20/30, as measured on the Snellen E Chart.

Developmentally Appropriate Books for 4- to 5-Year-Old Children

En el zoo (*At the zoo*). 1986. By Heather Amery. ISBN 84-7655-119-3.

En la granja (*On the farm*). 1986. By Heather Amery. ISBN 84-7655-117-7.

En la playa (*On the beach*). 1986. By Heather Amery. ISBN 84-7655-118-5.

Each volume: 16 pp. Illustrated by Stephen Cartwright. Madrid: Plaza Joven. $4.50.

The purpose of this series is to help children talk, learn new words and distinguish visual differences among details. Tiny, busy illustrations show children and adults involved in various activities at the zoo, on the farm and on the beach. Brief questions on every page encourage children to search for specific items. These stories may be fun to use with young children who need to be assisted by helpful adults or older children.

Tu primer libro de los colores (*Your first book about colors*). 1986.

Tu primer libro de contar (*Your first counting book*). 1986.

Tu primer libro de sies y noes (*Your first book about yes and no*). 1986.

Tu primer libro para la hora de dormir (*Your first bedtime book*). 1986.

Each volume: 22 pp. Illustrated by David Anstey. (Pequeños Dinosaurios). Madrid: Susaeta, S.A. ISBN 84-405-1495-3. The series, $5.95.

In a lively and amusing manner, young children are taught to name the basic colors, to count from 1 to 10 and to follow common rules. The last title in the series, *Tu primer libro para la hora de dormir*, tells about a dinosaur's dreams. The bold, watercolor illustrations and the brief text will appeal to young children.

Los amigos de los gnomos (*The gnomes' friends*). 1986. (Amigos del Bosque). Madrid: Plaza Joven. 10 pp. ISBN 84-7655-069-3. $9.95.

Little ones will enjoy this board book with full-page watercolor illustrations that show gnomes helping their many friends in the forest. Other titles in this series: *El conejito y los gnomos* (*The little rabbit and the gnomes*), *Los gnomos del bosque* (*The gnomes of the forest*) and *Los gnomos invierno* (*The gnomes in winter*).

Cincuenta salva a un amigo (*Fifty saves his friend*). 1986. By Martin Baynton. ISBN 84-372-8034-6.

Cincuenta y el zorro (*Fifty and the fox*). 1986. By Martin Baynton. ISBN 84-372-8035-4.

La excursión (*The picnic*). 1986. By Jean Claverie. ISBN 84-372-8048-4.

Trabajando con papá (*Working*). 1986. By Jean Claverie. ISBN 84-372-8048-6.

El mejor de los perros (*The best dog of all*). 1986. By David Lloyd. ISBN 84-372-8036-2.

Each volume: 26 pp. (Libros para Jugar). Madrid: Ediciones Altea. $5.00.

Simple texts, uncomplicated situations and delicate pastel illustrations of children and animals in amusing predicaments make this

"Books for Playing" series enjoyable reading. *Cincuenta salva a un amigo* and *Cincuenta y el zorro* tell about Cincuenta, a tractor that is always ready to help its friends. *La excursión* shows a picnic from a child's point of view. In *Trabajando con papá*, a little boy discovers that it is fun to spend a day at work with father. Children learn that their own dog is the best dog of all in *El mejor de los perros*.

Animales glotones (*Gluttonous animals*). 1986. By Ron & Atie Van der Meer. ISBN 84-272-7779-2.
Monstruos golosos (*Sweet-toothed monsters*). 1986. By Ron & Atie Van der Meer. ISBN 84-272-7778-4.
Niños traviesos (*Naughty children*). 1986. By Ron & Atie Van der Meer. ISBN 84-272-7780-6.
Payasos saltarines (*Jumping clowns*). 1986. By Ron & Atie Van der Meer. ISBN 84-272-7777-6.

Each volume: 10 pp. (Caja de Sorpresas). Barcelona: Editorial Molino. $3.50.

Young children should be delighted with these colorful pop-up books that encourage them to identify special fruits and vegetables, count candy, look for different toys and identify various geometric shapes. These well-constructed books can take lots of handling and pulling by little hands eager to play with clowns, monsters, animals and children.

Literacy Characteristics of 6- to 8-Year-Old Children

- Shows improved eye-hand coordination.
- Eyes are not ready for much close work until 8 years.
- Still has short attention span, but increasing.
- Enjoys songs, rhymes, fairy tales, myths, nature stories, comics and true stories.
- Is becoming interested in adventure stories.
- May be able to read stories ranging from picture books with a few words to books with few pictures and many words.
- Reads and rereads favorite stories.

Developmentally Appropriate Books for 6- to 8-Year-Old Children

Leyendas Mayas (*Mayan legends*). 1987. By Domingo Poot Dzul. Illustrated by Fernando Felix. ISBN 968-39-0080-1.
La piñata (*The piñata*). 1987. By Leticia Mendez. Illustrated by Felipe Morales. ISBN 968-39-0016-X.

Each volume: 32 pp. (Colección Piñata, Serie: Cuentos y Leyendas). Mexico: Editorial Patria. $2.00.

The folklore of Mexico is beautifully preserved in this series with appropriate watercolor illustrations of Mexican scenes. *Leyendas Mayas* includes two well-known legends from the Mayan people. *La piñata* is a fictionalized narration of the history and uses of *piñatas* in Mexico. Also included in the series is *Adivinanzas indigenas* (*Indigenous riddles*).

El castillo de Chuchurumbel (*The castle of Chuchúrumbel*). 1987. Adapted by Anne Weissman. Illustrated by Susan Bailyn. Tucson, AZ: Hispanic Book Distributors. 24 pp. ISBN 968-6217-00-2. $5.00.

This delightful bilingual adaptation of a traditional Hispanic circular tale should appeal to English- and Spanish-speaking children. The bright watercolor illustrations add a happy tone to a zestful tale about the people of the Castle of Chuchurumbel. (This tale is more commonly known as *The Castle of Churumbel*.)

El castillo del rey Sisebuto (*The King of Kennelwick Castle*). 1987. By Colin West. Illustrated by Ann Dalton. (Fácil de Leer). Madrid: E.G. Anaya. 26 pp. ISBN 84-7525-416-0. $6.95.

This is a charming Spanish version of the popular British circular tale about the King who doesn't get wet, thanks to a page who takes the package to the King's castle. Engaging pastel illustrations add a joyous tone to this traditional tale.

La princesa del guisante (*The princess and the pea*). 1986. By Hans Christian Andersen. Illustrated by Dorothee Duntze. Translated by Humpty Dumpty. Barcelona: Editorial Lumen. 22 pp. ISBN 84-264-3596-3. $15.95.

Exquisite, full-page pastel illustrations and a flowing text make this translation of H.C. Andersen's beloved fairy tale a most enjoyable reading/viewing experience. Spanish-speaking readers will relish this spectacular introduction to one of the greatest storytellers of all times.

Un cuento de peces mas o menos (*A more or less fish story*). 1988. By Joanne & David Wylie. Translated by Lada Josefa Kratky. Chicago: Children's Press. 28 pp. ISBN 0-516-32984-7. $8.45.

A little girl introduces the numbers from 1 to 10 while she explains the number of fish she caught. Bright watercolor illustrations and an easy-to-read text make learning numbers a special joy.

¿Has abrazado hoy a tu monstruo? (*Have you hugged your monster today?*) 1986. By Joanne & David Wylie. ISBN 0-516-34493-5.
¿Y tu crees que viste un monstruo? (*So you think you saw a monster?*) 1986. By Joanne & David Wylie. ISBN 0-516-34496-X.

Each volume: 32 pp. Trans-

lated by Aida E. Marcuse. (Muchos Cuentos Sobre Monstruos). Chicago: Children's Press. $8.45.

These are easy-flowing Spanish translations of the "Many Monster Stories." The large bright watercolor illustrations of friendly monsters in common places add a lighthearted touch to both of these stories. *¿Has abrazado hoy a tu monstruo?* describes some of the exemplary behavior for which the good monster deserves a hug. *¿Y tu crees que viste un monstruo?* mentions all the places a monster could hide. The lack of monster stories in Spanish will make these two particularly appealing to young Spanish-speakers.

El libro de los modales: ¿Qué es lo correcto, Teo? (*The manners book*). 1988. By June Behrens. Photographs by Michele & Tom Grimm. Translated by Lada Josefa Kratky. Chicago: Children's Press. 32 pp. ISBN 0-516-38750-2. $8.95.

Outstanding photographs in color of a little boy and his stuffed bear and simple questions and answers in realistic predicaments explain the proper thing to do or say in a number of social situations. This is indeed a pleasant way to learn social manners.

El camión volquete (*The dump truck*). 1986. By Arlene Blanchard. Illustrated by Tony Wells. Translated by María Puncel. (Libros para Jugar). Madrid: Ediciones Altea. 26 pp. ISBN 84-372-8025-7. $4.25.

Easy-to-read text and clear, simple illustrations help children learn about the role of a giant dump truck in transporting stone and rock at a quarry.

Teo en un día de fiesta (*Teo during a holiday*). 1987. By Violeta Denou. Illustrated by author. (Colección Teo Descubre el Mundo). Barcelona: Editorial Timun Mas. 26 pp. ISBN 84-7722-020-4. $5.00.

Like other titles in the delightful series "Teo Discovers the World," this one includes bright, colorful illustrations and simple text. Enjoying a holiday together, Teo and his family go to the park and the movies, visit an art gallery, buy a cake and eat at a restaurant.

A veces las cosas cambian (*Sometimes things change*). 1988. By Patricia Eastman. ISBN 0-516-32044-09.

Los gatos me gustan más (*I love cats*). 1988. By Catherine Matthias. Illustrated by Tom Dunnington. ISBN 0-516-32041-6.

Ada, la desordenada (*Messy Bessey*). 1988. By Patricia & Frederick McKissack. Illustrated by Richard Hackney. ISBN 0-516-32083-1.

Escúchame (*Listen to me*). 1988. By Barbara Neasi. Illustrated by Gene Sharp. ISBN 0-516-32072-6.

Igual que yo (*Just like me*). 1988. By Barbara Neasi. Illustrated by Lois Axeman. ISBN 0-516-3204-5.

Each volume: 32 pp. Translated by Lada Josefa Kratky. (Mis Primeros Libros). Chicago: Children's Press. $7.45.

Beginning Spanish readers will enjoy this easy-to-read series with simple watercolor illustrations and a nice sense of humor. *A veces las cosas cambian* shows how things sometimes change their original shape. *Los gatos me gustan más* tells why a little boy prefers cats to all other animals. Ada, a little girl, finally cleans up her room in *Ada, la desordenada*. In *Escúchame*, Grandma is the perfect listener. *Igual que yo* shows how two twin sisters can be similar and different at the same time. Each title includes a list of words that may be useful to children who are learning Spanish.

Leo, Zack, y Emy (*Leo, Zack, and Emmie*). 1986. By Amy Ehrich. Illustrated by Steven Kellogg. Translated by Pablo Lizcano. Madrid: Ediciones Alfaguara. 64 pp. ISBN 84-204-3724-7. $9.00.

Leo and Zack have been good friends for a long time. The problems begin when Emy, a new girl in school, joins their threesome. Cheerful and witty, three-tone line illustrations are the perfect complement to this simple story about the problems of friendship.

Books in Spanish can play a major role in helping young children, especially Hispanics, to value themselves and their world of diversity. Early childhood teachers are encouraged to use the books described here to facilitate these important social learnings in children. The developmental literacy characteristics listed may be helpful in carefully selecting other outstanding books in Spanish.

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